DOCUMENT RESUME

ED 160 616 TM 007 361

AUTHOR	Morgan, James M.
TITLE	Evaluation of a Locally-Developed Model Program in Affective Education.
PUB DATE	Mar 78
NOTE	52p.; Paper Presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); Not available in hard copy due to author's restrictions
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Adolescents; *Affective Behavior; Affective Objectives; *Affective Tests; *Demonstration Projects; Developmental Tasks; *Humanistic Education; Intermediate Grades; Junior High Schools; *Program Development; *Program Evaluation; Student Attitudes; Urban Schools
IDENTIFIERS	Class Inventory of Affective Development; Class Survey of Affective Development; Coping With Me and You; How I See Myself Scale; Model Program in Affective Education

ABSTRACT

A model project designed to improve adolescents' and pre-adolescents' attitudes toward themselves and toward school was implemented in the Cincinnati, Ohio Public Schools. Five major areas of affective development were identified as project goals: self concept, values and decision making, peer relationship, academic confidence, and interracial/intercultural understanding. Instructional materials and behavioral objectives, as well as assessment instruments were developed for intermediate and junior high school classes. The rating scales were completed by the students (who evaluated themselves as individuals) and their teachers (who rated the class as a whole). The objectives are presented for each of three levels of student development: awareness, commitment, and involvement. The four tests--Class Invertory of Affective Development, Class Survey of Affective Development, How I See Myself, and Coping With You and Me--are appended, as well as the Teacher's Manual accompanying Coping With You and Me. Teachers who were involved in pilot and field testing of this program reported favorable reactions to the materials, in terms of their students' enjoyment, affective maturity, attitudes, and behavior. Preliminary results from pre-post test data indicated the greatest amount of growth in interracial and intercultural understanding. Further data collection is planned. (Author/GDC)

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EVALUATION OF A LOCALLY-DEVELOPED MODEL PROGRAM IN AFFECTIVE EDUCATION

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Cincinnati Public Schools

ED160616

Paper Presented at the
American Education Research Association
Annual Meeting
Toronto, Canada
April 1978

TM007 361

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare and the Ohio Department of Education, Division of Planning and Evaluation. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Ohio Department of Education and no official endorsement by the U.S. Office of Education or the Ohio Department of Education should be inferred.

Evaluation of a Locally-Developed Model Program in Affective Education

James M. Morgan

Cincinnati Public Schools

Introduction

The purpose of this paper is to describe the development of an evaluation approach employed in a federally-funded project in a local school district. The paper will illustrate the process used by a typical large urban school district to implement a specially-funded project in terms of the problems of evaluating non-cognitive or affective objectives in a school system.

The project involved was entitled "A Model Program in Affective Education" and was submitted for funding as a locally-conceived proposal by the Cincinnati Public Schools to the Ohio Department of Education in Spring 1975. The funding source for the project was ESEA IV-C funds allotted to the states by the U.S. Office of Education and administered in Ohio by the Ohio Department of Education, Division of Planning and Evaluation. Each spring, the Division makes a Request for Proposals to all school districts in Ohio to address critical statewide educational needs. This project was developed by the Department of Research & Development of the Cincinnati Public Schools in response to the state need area of Improved Social and Human Relations.

Perspective

As part of the project proposal, the local school district must identify local educational needs which coincide with the state need area. In Cincinnati, there has been particular concern expressed about the problems

present in our junior high schools. Achievement data, absence and dropout rates, and discipline data have shown the junior high school to be a place where students experience significant academic and behavior problems. Attitude surveys conducted annually by the Department of Research and Development at grades 6, 9, and 12 consistently show that student attitudes towards themselves and all aspects of school drop noticeably at the ninth grade level before rising again by twelfth grade. Surveys of teachers at these grade levels show a corresponding dip in teacher morale in the junior high school.

Compounding the problem in a large urban school district such as Cincinnati is the movement of students from relatively homogeneous elementary schools to the junior high school where many must mix for the first time with children from racial and social backgrounds different from their own. No special program or preparation is available to ease this transition.

Child psychologists generally concede that the early adolescent years can be the most stressful in a child's development. The onset of puberty is a time when children face more physical, emotional, and social changes than at any other age period. Thus, the first local need we hoped to address in the project was to make the change from the elementary to the junior high school environment less stressful for our junior high school students.

The other need grows from a recognition by teachers that students have affective as well as cognitive needs. While most teachers are well-trained to deal with the academic or cognitive development of their students, few have any preparation for addressing the psychological or emotional needs of their students. In recent years, there has been a large number of books and materials published in the area of values or affective education

but there has been no guide to help teachers decide what their students' specific affective needs are at a particular age level and which activities would be appropriate to meet those needs.

The funding application for the project proposed to develop a framework for affective education in the classroom which would help teachers meet the critical affective developmental needs of their students at the pre and early adolescent age levels. It was decided to begin development of the program at the upper elementary grades so as to address student needs before they left the elementary school for the junior high school. Hopefully, if positive student development could be promoted during the pre-adolescent years, it might help prevent some of the stress that the early adolescents face in junior high school. In addition, it is increasingly recognized that children are becoming more precocious physically and socially and that the age of puberty for many has arrived before they leave the elementary school.

Method

The project began with a review of the writings of the major developmental psychologists regarding the pre and early adolescent years, and of the relevant research regarding these age levels. The purpose of this activity was to identify common elements among the various theorists which characterize this period. The work of Erikson, Paget, Havigburst, Kohlberg and others was examined in order to identify critical development tasks in a number of areas.

For example, in the area of ego development, Erikson describes this period in terms of two major stages of development. The younger child (pre-adolescent) should be developing a sense of industry during this period;

that is, through play, schoolwork, hobbies, and friendships the child is achieving a sense of mastery over his/her environment. The older child (early adolescent) is struggling to develop a sense of personal identity.

In the area of moral development, Kohlberg also sees the pre and early adolescent moving through two stages: the Instrumental Relativist stage where right actions consist of satisfying one's own needs to the Interpersonal Orientation stage where the needs of others are considered in determining appropriate actions.

Examination of the writings of developmental psychologists and review of research on this age period led to the establishment of five major areas of emphasis within the program:

Self Concept Development

Valuing and Decision Making

Peer Relationships

Academic Confidence

Interracial/Intercultural Understanding

Other areas were also considered, such as development of hobbies, talents, and interests, and development of a sexual identity but it was felt that these could be subsumed under the five major categorical areas. The five Areas of Affective Development, as they are now referred to in the program, represent the major areas of affective growth for students in a large urban school system such as Cincinnati. In addition, it was felt that too many categories might make the program too difficult for teachers to understand and use.

To encompass the developmental intention of the program, three levels of program activities were developed <u>within</u> each of the five developmental

Areas. These three levels are: Awareness, where students are introduced to some of the terms and concepts of the Area and participate in some introductory activities; Involvement, where teachers and students focus on specific activities designed to foster the development characteristic of the age period; and Commitment, where students' growth during the school year is reinforced through a self-expression activity designed to demonstrate what they have learned about themselves. The elementary level program (Grades 4, 5 and 6) is packaged in five separate kits, one per Area, containing a manual of teacher activities, student handouts, theme posters, and filmstrips. The junior high school program materials are not broken down into separate Areas since many activities in this program can be used in more than one Area.

The activities which are contained in the program were adapted from the many resources in values or affective education. Where gaps existed in available material, new activities were developed. The project staff, director, coordinator, and media specialist, worked with a group of 13 elementary and 12 junior high school teachers in developing the materials. A primary criterion for selecting or developing an activity, apart from its relationship to the Area, was the ease with which a teacher could integrate the activity into their regular instructional program. Insofar as possible, it was intended that teachers not treat the materials as separate "affective education" program, but rather use them to focus on and emphasize the values issues in their curriculum within one of the five developmental Areas.

Data Source

Within each of the five program Areas (actually four at the junior high school level since the Area of Academic Confidence materials were not prepared for that level), behavioral descriptions of the developmental tasks and subtasks associated with that Area were stated for the three levels of the elementary program and for the junior high level program (see Appendix A); these descriptions are part of the teachers' program activities manual. These descriptions formed the content framework in which the program activities for each Area were developed.

From these behavioral task descriptions were developed the items for teacher and student measures of affective development for the intermediate and junior high level programs. The items on each measure correspond directly to the developmental task behaviors. Thus, teachers rate their students' level of development in each of the Areas and students rate themselves within each Area of Affective Development. Copies of the teacher measures, "Class Inventory of Affective Development" (Intermediate level) and "Class Survey of Affective Development" (Junior High level) are contained in Appendix B. The Intermediate level teacher instrument contains 45 items, 9 items per Area keyed to the three levels of development. The Junior High teacher instrument contains 36 items, 9 each in the four Areas of that program. Teachers rated the presence of each behavioral characteristic in their project class as a whole on the five point scale shown on the sample copies.

The two student measures are contained in Appendix C. The Intermediate level student instrument, "How I See Myself" contains 30 items, six in

each of the five Areas, while the junior high student instrument, "Coping With Me and You," contains 24 items, six in each of the four Areas. A five-point agree-disagree rating scale is used on both student instruments.

Reliability estimates obtained on a test-retest basis during the first two year developmental period for the program indicated low reliabilities (.20 - .40) for the subscales on each instrument but fair reliability (.60 - .70) for the total scales. On the basis of the reliability studies, items were revised and clarified and better reliability coefficients should be obtained this year.

Validity of the instruments rests primarily on the fact that the item content was derived directly from the developmental task descriptions in the program. In the case of the teacher instruments, many item wordings were taken directly from the behavioral descriptions of the tasks. For the student instruments, the language had to be greatly simplified but also reflected as closely as possible the original description content.

During the first two-year developmental/pilot-test period of the project, the teacher and student measures were administered on a pre and post test basis. The elementary program was developed during the first year and pilot-tested by the 13 teachers who worked on it. The junior high school program was developed the second year and pilot-tested by the 12 teachers who worked on it while the elementary program underwent further testing and revision. This year, both programs are being field-tested by 36 teachers at each level (intermediate and junior high). Each teacher is using the program with one project class.

In addition to pre and post testing the project class, the project teachers also completed the teacher measure for and administered the student measure to a control class matched for subject matter, grade level, and academic ability. Thus the experimental design for the field-test of the program encompasses matched treatment and control groups, pre and posttested on two measures. Unfortunately, it was not possible to randomly assign the classes to the treatment or control conditions but examination of pretest means for the groups revealed no significant differences between matched treatment and control classes.

Results

Posttest data for this year's field test of the program will be collected in May and a full report of the evaluation results will be made available shortly after. However, data from the formative evaluation of the two year developmental/pilot-test period indicate that project teachers perceived more affective growth in the students in their project classes, as measured by the teacher rating instruments, than project students reported as measured by their own self-ratings. Table 1 shows the average rating increase on the five-point scale for the Area pilot-tested by each intermediate level project teacher in 1975-76 and 1976-77.

Table 1. Average Rating Increase on Intermediate Level Teacher Measure by Program Area for 1975-6 and 1976-7.

Area	1975-76	N	1976-77	N
Self Concept Development	0.96	3	0.67	8
Valuing and Decision Making	1.63	3	1.00	9
Peer Relationships	0.67	2	0.89	6
Academic Confidence	0.63	3	0.67	7
Interracial/Intercultural Understanding	0.92	3	0.89	9

N = No. of project classes

The results in Table 1 show that project teachers gave the highest rating increases for their students' affective growth in the program Areas of Valuing and Decision Making and Interracial/Intercultural Understanding. These increases were not tested for statistical significance because of the small N's involved and because of the developmental nature of the program at that time. A comparison of the results above with student results for the first two years of the project shows that project students did not experience the degree of growth perceived by their teachers. Table 2 shows the differences in pre-post test results for intermediate level students. (Data for 1975-6 are in terms of % change in positive responses on the student measure. This response format was changed to a five-point rating scale in 1976-7.)

Table 2. Pre - Post Test Results for Intermediate Level Students by Program Area for 1975-6 and 1976-7.

Area	1975-76	N	1976-77	N
Self Concept Development	-0.7%	3	.00	8
Valuing and Decision Making	-3.6%	3	.02	9
Peer Relationships	-1.5%	2	.18	6
Academic Confidence	2.6%	3	-.04	7
Interracial/Intercultural Understanding	9.6%	3	-.05	9

The results in Table 2 show a mixed pattern of slight increases and decreases on the intermediate student measure so that, overall, virtually no change took place in project student self-perceptions. The one bright spot was a 9.6% increase in positive responses in the program Area of Interracial/Intercultural Understanding in 1975-76 but this same Area showed the largest decrease the following year.

Results from the second year of the project, 1976-77, are invalidated to some extent because of a series of disruptions during the school year. The bad winter of 1977 and resultant energy crisis forced the closing of some project schools and double scheduling with other schools. When this problem cleared up, a teacher strike occurred in Spring, 1977 which further disrupted the pilot-test. Thus, project students did not receive a continuous exposure to the program in many cases.

The results from the junior high school pilot-test were similarly affected and the data show only slight changes from pre to post test and in many cases, no change at all. Despite a bus strike in Cincinnati, the Russian flu, and a coal strike this winter, conditions have been relatively

favorable for the field-test being conducted this year, and it is expected that valid data will result. To ensure a minimum exposure to the program, project teachers are being asked to conduct at least two project activities per month with their project class.

As mentioned earlier, no significant statistical differences were found between project and control classes pretest means in the field-test. Thirty-seven intermediate level teachers and 36 junior high teachers are testing the program materials at their respective levels. The posttest data will be submitted to an analysis of variance by an evaluator external to the project. Both total scores and subscale scores for the specific program Area being tested by each project teacher will be analyzed. Teachers began project activities in October and will administer the posttest in May so that the effect of about seven months treatment exposure will be measured.

Educational Significance

The purpose of this project is to produce an affective education program which rests on sound developmental concepts and which is practical for use by classroom teachers. The program Areas chosen for emphasis - Self Concept Development, Valuing and Decision Making, Peer Relationships, Academic Confidence, Interracial/Intercultural Understanding - represent those considered most significant in the affective development of children in an urban school environment.

While we await the results of the objective evaluation of the project, we can report an enthusiastic subjective evaluation by the teachers who have been involved in the pilot and field-tests. Project teachers report

that the activities in the program work well in the classroom and are enjoyed by the students. They have seen effects of the program not only on their class as a whole (as verified by the pilot-test results) but have also reported visible changes in the affective maturity of individual students. Teachers who are using materials in the Interracial/Intercultural Understanding, which call for the establishment of personal relationships between students of different racial and social backgrounds, have reported significant changes in expressed student attitudes and behavior.

Next year, with the completion of the project, it is expected that the Model Program in Affective Education will be adapted throughout the Cincinnati school system. At this point, we believe the evaluation approach described in this paper will produce convincing results for the program's adoption in Cincinnati and elsewhere.

APPENDIX A

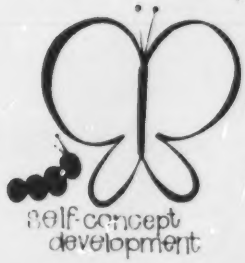
awareness level

After participating in the Awareness Level activities, students should show signs of development in their self-concept. Here is a bit of behavioral outcomes that are typically shown by children at the Awareness Level. If most of the students in your class display these behaviors, then the class is ready to try some Involvement Level activities.

outcomes

Children at the Awareness Level of Self-Concept Development:

1. can describe the social groups (family, school, neighborhood) to which they belong
2. can indicate at least one way in which social groups have influenced a belief about themselves.
3. can say what they like and dislike about the groups to which they belong
4. can indicate one way in which their opinions differ from that of a group to which they belong
5. express a desire to assert some independence from their social groups.



involvement level

After participating in the Involvement Level activities, students should see signs of growth in their self-concept. Here is a list of behavioral outcomes for children at the Involvement Level. If most of the students in your class display these behaviors, then the class is ready to try some Commitment Level activities.

outcomes

Children at the Involvement Level of Self-Concept Development:

1. can describe something they have learned about themselves from a success experience.
2. can describe something they have learned about themselves from a failure experience.
3. can describe a personal goal for themselves.

commitment level

After participating in Commitment Level activities, students should have a clearer view of their self-concepts. Here are some behavioral outcomes for children at the Commitment Level. Children at this level:

outcomes

1. can describe the personal assets or strengths they see in themselves.
2. can give a general description of their self-concept.
3. show awareness of their sense of being a unique individual.

awareness level

After participating in the Awareness Level activities, students should show better understanding of the meaning of values in their lives. Here is a list of behavioral outcomes typically shown by children at the Awareness Level. If most of the students in your class display these behaviors, then the class is ready to try some Involvement Level activities.

outcomes

Children at the Awareness Level of Valuing and Decision-Making:

1. can explain what "value" means to them
2. can give at least one example of how a value or belief affects their behavior
3. give reasons for their ranking of a given set of values
4. can defend a personal decision in a hypothetical situation.

involvement level

After participating in Involvement Level activities, students should show greater maturity in their ability to form values and make decisions. Here is a list of behavioral outcomes for children at the Involvement Level. If most of the students in your class display these behaviors, then the class is ready to try some Commitment Level activities.

outcomes

Children at the Involvement Level of Valuing and Decision-Making:

1. can explain how they would approach a choice dilemma.
2. can describe a viewpoint different from their own in a given situation.
3. can identify the needs or interests of others in a given situation.

commitment level

After participating in Commitment Level activities, students should be abie to follow a decision-making process and express the value they have developed. Here are some behavioral outcomes for children at the Commitment Level. Children at this level:

outcomes

1. can describe the steps to making a decision.
2. make some personal decisions that consider the needs and interests of others.
3. can explain a choice in terms of a personally held belief or value.

awareness level

After participating in the Awareness Level activities, students should show signs of growth in their relationships with peers. Here is a list of behavioral outcomes that are typically displayed by children at the Awareness Level. If most of the students in your class display these behaviors, then the class is ready to try some Involvement Level activities.

outcomes

Children at the Awareness Level of Peer Relationships:

1. can name two or three groups of peers with whom they associate
2. can identify at least two qualities they think are desirable in a friend
3. can indicate at least two benefits of belonging to a group of friends
4. can tell at least one reason why they would not associate with a particular group of peers.

involvement level

After participating in Involvement Level activities, students should show greater maturity in the relationships with peers. Here is a list of behavioral outcomes for children at the Involvement Level. If most of the students in your class display these behaviors, then the class is ready to try some Commitment Level activities.

outcomes

Children at the Involvement Level:

1. associate regularly with a particular group of peers.
2. can identify a personal quality they like in a particular friend.
3. show concern for the needs and interests of others in their relationships.

commitment level

After participating in Commitment Level activities, students should show a better understanding of the meaning of friendship. Here are some behavioral outcomes for children at the Commitment Level. Children at this Level:

outcomes

1. consider the interests of their peers in their behavior and relationships with others.
2. can say why they like to associate with a particular group of of friends.
3. often have a special friendship with one particular child.

awareness level

After participating in the Awareness Level activities, students should show signs of improvement in their academic confidence. Here is a list of behavioral outcomes that are typically shown by children at the Awareness Level. If most of the students in your class display these behaviors, then the class is ready to try some Involvement Level activities.

outcomes

Children at the Awareness Level of Academic Confidence:

1. show interest in a subject or skill they have previously ignored or rejected
2. can express three ways in which they use their academic skills outside school
3. can tell of at least one way academic skills are used by adults.

academic confidence

involvement level

After participating in Involvement Level activities, students should show an increase in their level of Academic Confidence. Here is a list of behavioral outcomes for children at the Involvement Level. If most of the students in your class display these behaviors, then they are ready to try the Commitment Level activities.

outcomes

Children at the Involvement Level of Academic Confidence:

1. voluntarily practice an academic skill to improve it.
2. show interest or ask for help in trying a new academic skill.
3. check and/or correct their own schoolwork without being told.
4. are willing to try different approaches to an academic problem.
5. are not unduly frustrated by difficult or new material.

commitment level

After participating in Commitment Level activities, students should display improved Academic Confidence. Here are some behavioral outcomes for children at the Commitment Level. Children at this level:

outcomes

1. may do more than the minimal schoolwork assigned.
2. may ask for additional schoolwork.
3. can indicate what it is they like about their school subjects.
4. can express why school is important to them.

awareness level

After participating in the Awareness Level activities, students should show positive growth in their interracial/intercultural attitudes. Here is a list of behavioral outcomes typically shown by children at the Awareness Level. If most of the students in your class display these behaviors, then the class is ready to try some Involvement Level activities.

outcomes

Children at the Awareness Level of Interracial/Intercultural Understanding:

1. can tell what is meant by a stereotype
2. can describe at least two cultural traditions of their own racial or cultural group
3. can identify at least one cultural or historical tradition of a group different from their own.

involvement level

After participating in Involvement Level activities, students should show signs of improved interracial/intercultural understanding. Here is a list of behavioral outcomes for children at the Involvement level. If most of the students in your class display these behaviors, then the class is ready to try some Commitment Level activities.

outcomes

Children at the Involvement Level of Interracial/Intercultural Understanding:

1. show interest in learning more about other racial/cultural groups.
2. can describe some cultural traditions of a group different from their own.
3. participate willingly in an activity with children from another racial/ethnic group.

commitment level

After participating in Commitment Level activities, students should show positive interracial/intercultural attitudes. Here are some behavioral outcomes for children at the Commitment Level. Children at this level:

outcomes

1. can identify some benefits of associating with persons of other cultural backgrounds.
2. seek contact with children from other racial or cultural groups.
3. may have a personal friendship with a child from a racial/ethnic group different from their own.

SECTION I

REVIEW OF EARLY ADOLESCENT AFFECTIVE DEVELOPMENT

This section of the Teacher's Manual for Coping With Me and You is a review of the important concepts in the psychological growth of the early adolescent. In the training workshop, these concepts were discussed with you in terms of four Areas of Affective Development significant in the life of the junior high school student in an urban school setting:

Self-Concept Development

Peer Relationships

Valuing & Decision Making

Interracial/Intercultural Understanding

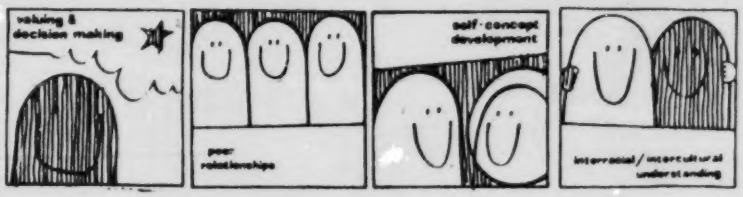
The material in this Section begins with an outline summary of the major developmental steps in each of these four Areas during early adolescence. This is followed by a set of supplementary Readings which you should review to deepen your understanding of the early adolescent period. Finally, at the end of this Section you will

find the following:

- Class Survey of Affective Development (Teacher's Pretest) (2)
- Coping With Me & You (Multiple Copies - Student Pretest)
- Answer Key - Class Survey of Affective Development
- Answer Key - Coping With Me & You
- Data Results Forms

When you have reviewed the material in Section 1, you should complete the "Class Survey of Student Development" and score it yourself according to the answer key provided. Your students should complete the questionnaire, "Coping With Me & You." After you have scored these questionnaires according to the answer key, the scores should be recorded on the Data Results Form provided. The results of these Surveys and Questionnaires will provide you with an indication of the area of affective development to emphasize with your students. The results of the "Survey" will also be used on a pre-post measurement basis to determine the amount of growth of your students as a result of the program.

COPING WITH ME AND YOU



Areas of Affective Development

The period of early adolescence is probably the most tumultuous and stressful time in most person's lives. It is a period of rapid physical, emotional, and social changes that mark the transition from childhood to young adulthood. The needs of young people at this time are complex and multi-faceted but can be organized into four main Areas of Affective Development. The main steps in development of each of these Areas are outlined below. This summary emphasizes the primary developmental needs of your junior high school students and should help you select an Area to focus on with the program materials.

Self-Concept Development

For most young people, the stresses of the early adolescent period can represent a threat but also a challenge to new growth in their self-concept. The steps in Self-Concept Development during this period can be summarized in three areas.

1. Understanding and Acceptance of Physical Growth and Maturation
   a. The onset of puberty requires adjustment to development of primary and secondary sex characteristics.
   b. Influence of sex hormones brings on sexual feelings and desires the young person has not previously experienced.
   c. Rapid and uneven physical growth invites comparison of body size and physical capabilities with others.
   d. Differences in rate of physical maturity can threaten development of a healthy body image.

2. Refinement of General Self-Concept and Development of Specific Self-Perceptions

   a. General self-concept, developed during childhood, now becomes more open to conscious awareness and examination.

   b. Feelings of self-esteem develop in terms of one's judgment of the relative value or "worthwhileness" of one's self as a person.

   c. Particular self-perceptions develop in light of one's sense of competence or lack of it in areas such as physical or mental abilities, social acceptance, and school achievement.

   d. Tryout of different "persona" or "images" in relationships with others is part of the search for identity.

3. Striving for Personal Independence Creates Conflicts with Adult Authority.

   a. Need to try out new and different roles for oneself in the process of establishing a self-identity.

b. Sudden demands for self-determination and independence lead to conflicts with prevailing adults - parents, teachers, etc.

c. Rejection of adult authority can lead to feelings of ambivalence regarding desire to assert self vs. continuing need for security.

Valuing and Decision-Making

A new level of maturity in thought processes and logical thinking ability during the early adolescent period leads to the ability to reflect on values and make decisions in a more adult-like manner. The major developmental steps in the Area of Valuing and Decision-Making during the junior high school years occur in three areas.

1. Judgment of Right in Terms of the Expectations of Others

   a. Movement from a self-centered view of morality to consideration of others' expectations.

   b. Good behavior is what pleases or helps others and is approved by them.

c. Much conformity to stereotyped images of what is held to be majority behavior.

2. Ability to Comprehend and Apply Abstract Concepts of Justice and Morality

a. Ability to understand abstractions apart from concrete situations.

b. Ability to apply abstract concepts to real situations or moral dilemmas.

3. Ability to Consider Long-Range Consequences and Plan for the Future

a. Ability to hypothesize about a logical sequence of events that might occur.

b. Ability to hold opposing points of view in mind and reflect on implications of both.

c. Recognition that future is more open to self-determination.

d. Beginning to consider and plan for possible academic or occupational alternatives.

Peer Relationships

Acceptance by one's peers becomes a dominating factor in the social growth of the early adolescent. Development of Peer Relationships takes place in three ways.

1. Assessment of the Different Peer Groups Available for Membership
   a. Change from a relatively homogeneous group of friends in grade school to a wider range of potential friends in junior high school.
   b. Judgment of the specific peer groups available in terms of their reputation in the school.
   c. Selection of a specific group of friends, and efforts to affiliate in terms of similarity of the group identity to self identity aspirations.
2. Identification of Peer Group Norms and Expectations
   a. Ability to identify the expectations of one's peer group

regarding significant behavior, e.g., clothes, music, dating, etc.

b. Recognition of differences between self or family values and those of peers.

c. Reaction to peer pressure to conform vs. parents' efforts to maintain control or influence.

3. Development of Heterosexual Relationships

a. Acquaintance through the peer group with a variety of persons of the opposite sex.

b. Initiation of dating experiences provides experience in gaining attention and approval from the opposite sex.

c. Reinforcement of a sense of sexual identity.

Interracial/Intercultural Understanding

For many young people, junior high school is their first contact with students of racial or cultural backgrounds different from their own.

Even if one group predominates in their school, early adolescence is a time when students have sufficient maturity to develop more accepting attitudes toward persons from other groups. There are three aspects to the development of improved Interracial/Intercultural Understanding among junior high schools students.

1. Recognition of Differences in Social and Cultural Backgrounds
   a. Willingness to learn about differing social and ethnic traditions.
   b. Acceptance of differences in behavior patterns of different groups.
   c. Development of respect for differing points of view.
2. Identification of Sources of Misunderstanding and Conflict Among Groups
   a. Examination of own attitudes toward persons of different backgrounds.
   b. Identification of lack of communication among different groups.
   c. Recognition and identification of sources of conflict among persons from differing backgrounds.

3. Building Positive Relationships Among Groups

   a. Ability to apply concepts of respect and justice to real problem situations.

   b. Ability to identify changes in behavior patterns which promote better intergroup relations.

This outline summarizes the important points in the affective development of the early adolescent. Now, read through the following supplementary material which provides more in-depth information about these four Areas. Then, complete the "Class Survey of Affective Development" for the class with which you will use the program materials and administer the questionnaire, "Coping With Me & You" to the students. After you have scored these instruments, record the data on the Data Results Form.

APPENDIX B

(Elementary)

CLASS INVENTORY OF AFFECTIVE DEVELOPMENT

Teacher Name _____ School _____

Class Subject _____ Grade Level(s) 4 5 6
Circle one or more

Period Time _____ Student Age Range 8 9 10 11 12
Circle one or more

The following list of behaviors represent affective characteristics which may or may not be displayed by the students in your class. Thinking about the class as a whole, indicate whether you have observed each of the behaviors according to the following code:

1 = None of the students in my class can do this.

2 = Some (1/4 to 1/3) of the students in my class can do this.

3 = About half of the students in my class can do this.

4 = Most (2/3 to 3/4) of the students in my class can do this.

5 = Nearly all of the students in my class can do this.

Write the number next to each behavior which best represents the class as a whole.

_____ 1. Give reasons for their ranking of a given set of values.

_____ 2. Tell what is meant by a stereotype.

_____ 3. Identify at least one personal quality they like in a particular friend.

_____ 4. Describe a personal goal for themselves.

_____ 5. Express three ways in which they use their academic skills outside school.

_____ 6. Identify the needs or interests of others in a given choice situation.

_____ 7. Participate willingly in an activity (game, project, etc.) with children from another racial/ethnic group.

_____ 8. Show concern for the needs and interests of others.

_____ 9. Describe their personal concept of themselves.

_____ 10. Ask for additional schoolwork.

_____ 11. Describe a sequence of rational steps to making a decision.

_____ 12. Voluntarily seek contact with children from other racial or cultural groups.

_____ 13. Indicate why they like to associate with a particular group of friends.

_____ 14. Give a general description of their self-concept.

_____ 15. Tell of at least one way academic skills are used by adults.

_____ 16. Explain what a "value" means to them.

_____ 17. Identify a cultural tradition of an ethnic/cultural group different from their own.

_____ 18. Name at least two groups of peers with whom they associate.

_____ 19. Describe the social groups (family, school, neighborhood) to which they belong.

_____ 20. Practice an academic skill on their own in order to improve it.

_____ 21. Make some personal decisions which consider the needs or interests of others.

_____ 22. Identify some benefits of associating with children from different cultural backgrounds.

_____ 23. Associate regularly with a particular group of friends.

_____ 24. Describe what they have learned about themselves from a failure experience.

_____ 25. Ask to learn about a new subject or skill they previously ignored.

_____ 26. Explain how they would approach a choice dilemma.

_____ 27. Describe two cultural traditions of their own racial/cultural group.

_____ 28. Have a special friendship with one particular child.

_____ 29. Describe the personal strengths or assets they see in themselves.

_____ 30. Ask for assistance in attempting a new academic skill.

_____ 31. Give an example of how a personal belief influences their behavior.

_____ 32. Seek more information about other ethnic/cultural groups.

_____ 33. Identify at least one reason for not associating with a particular group of peers.

_____ 34. Say what they like or dislike about the social groups to which they belong.

_____ 35. Check and correct their own schoolwork without being told.

_____ 36. Explain a reason for a choice in terms of a personally held value or belief.

_____ 37. Describe the cultural heritage of an ethnic/cultural group different from their own.

_____ 38. Identify at least two qualities they think are desirable in a friend.

_____ 39. Describe what they have learned about themselves from a success experience.

_____ 40. Can indicate what it is they like about a certain school subject.

_____ 41. Describe a viewpoint different from their own in a given situation.

_____ 42. Have a friendship with a child from a racial/ethnic group different from their own.

_____ 43. Give reasons for their behavior in terms of peer group interests.

_____ 44. Identify some ways in which they are influenced by others.

_____ 45. Do more than the minimal schoolwork assigned.

VDM _____ SCD _____ AC _____ PR _____ IRCU _____

Teacher's Name _____ (Jr. High)
School _____

Project Class
Matching Class
(Circle one)

CLASS SURVEY OF AFFECTIVE DEVELOPMENT

Directions

Based on your experience with the students in your project class, rate the class as a whole on each of the following developmental characterisitcs. Some of the items may be difficult to rate, but use your best judgment in giving a rating to each item. Use the following scale to rate the class.

1 = Not true of any of the students in my class

2 = True of a few students (one-fourth/one-third) in my class

3 = True of about half the students in my class

4 = True of most of the students (two-thirds/three-fourths) in my class

5 = True of all the students in my class

Rating

____ 1. Can think through the logical consequences of a decision

____ 2. Are aware of the different kinds of peer groups in their school

____ 3. Are willing to examine their own attitudes toward other racial or ethnic groups

____ 4. Have developed a healthy body image

____ 5. Judge behavior by whether it pleases others

____ 6. Can see ways of changing behavior patterns to promote better intergroup relations

____ 7. Seek the acquaintance of peers of the opposite sex

____ 8. Show little interest in examining their own self-concepts

____ 9. Seem to have a good identification with their same sex peers

____ 10. Seem unwilling to learn about persons from other racial or ethnic backgrounds

____ 11. Can apply an abstract values concept to a real situation

____ 12. Often seem to be "trying out" different personalities

____ 13. Often conform to majority behavior patterns

____ 14. Can identify sources of conflict among persons of differing backgrounds

-over-

____ 15. Have made a good adjustment to their development of primary and secondary sex characteristics

____ 16. Seem able to abstract a values concept from a given set of specifics

____ 17. Have been successful in affiliating with one group of peers in their school

____ 18. Accept differences in behavior patterns of different groups

____ 19. Seldom take other's views into consideration when making a decision

____ 20. Sometimes find their needs for greater independence in conflict with adult expectations

____ 21. Are quite aware of the latest fads in music, clothes, etc.

____ 22. Can apply concepts of respect or justice to intergroup conflict situations

____ 23. Make unfavorable comparisons of their own physical size and capabilities with others

____ 24. Exhibit frustration in their efforts to cope with peer pressure vs. adult expectations

____ 25. Seem to feel they have some control over their own futures

____ 26. Show respect for differing points of view

____ 27. Have developed particular self-perceptions in areas of specific competence, e.g. academic or athletic ability

____ 28. Have done some initial thinking about career plans

____ 29. Have developed a friendship with someone of a different racial or ethnic group

____ 30. Have had initial dating experiences with persons of the opposite sex

____ 31. Can't really consider two differing points of view

____ 32. Usually feel good about their growing independence from adults

____ 33. See ways of improving communication among groups

____ 34. Sometimes experience discrepancies between their family's values and their peers' values

____ 35. Attempt to assert new roles for themselves

____ 36. Tend to stick with the same friends they had from elementary school

VDM _____ SCD _____ PR _____ IRCU _____

APPENDIX C

HOW I SEE MYSELF

DIRECTIONS: Show how you feel about each of the following statements by putting the number of one of the following answers next to each statement number on your answer sheet.

1 = STRONGLY DISAGREE

2 = DISAGREE

3 = NOT SURE

4 = AGREE

5 = STRONGLY AGREE

1. When I have to choose between two things, I usually have a good reason for the choice I make.

2. My family and friends have helped make me the kind of person I am.

3R. I don't see much use for the things I learn in school.

4. Sometimes my friends do things I don't like.

5R. I don't know too much about my cultural background.

6R. I sometimes have difficulty knowing how to make a right decision.

7R. I don't care too much about what my family thinks of me.

8. I use the things I learn in school a lot outside of school.

9R. I usually go along with everything my friends do.

10R. Most people of other races act the same.

11R. I can't understand why other people don't always see things the way I do.

12. Sometimes I like to try acting in new or different ways from what I have been like.

13. I like to learn about new things in school.

14. I have one group of friends I do things with.

15. I would like to know more about people from different racial groups.

- over -

16. I don't care if other people don't always agree with me.

17R. I am somewhat afraid to try anything new or different.

18R. School kind of bores me.

19R. I don't really have a special group of friends.

20R. I prefer to do things with people of my own race.

21. I would do something for someone else, even if it meant I couldn't have something I wanted.

22R. It's hard for me to put into words how I see myself.

23. Sometimes I do more schoolwork than my teacher gives me.

24. There are certain special things I like about my friends.

25. I have a good friend of another race.

26R. It would be difficult for me to give up something of mine for another person's sake.

27. I think I could describe myself pretty well.

28R. I never do any more schoolwork than I have to.

29R. It's hard for me to say why I like my friends.

30R. I don't know anyone of a different race very well.

COPING WITH ME AND YOU

Directions

This sheet contains statements about how well you understand yourself and about how well you get along with others. Show how much you Agree or Disagree with each statement by putting one of the following numbers in the space next to each statement.

1 = I Strongly Disagree with the statement

2 = I Disagree with the statement

3 = I'm Not Sure if I agree or disagree

4 = I Agree with the statement

5 = I Strongly Agree with the statement

Do not put your name on this paper. Your answers will not be shown to anyone. The answers from your whole class will help decide if the "Coping with Me and You" program is helpful to students.

Rating

____ 1. I usually try to think about the results before I make a decision.

____ 2. Students in our school tend to hang around together in different groups.

____ 3. It bothers me that blacks and whites don't get along better.

____ 4. Sometimes I wonder who I really am.

____ 5. In most of my actions, I try to do what other kids do.

____ 6. I don't mind hearing someone with a different point of view.

____ 7. I believe that I am good at certain things.

____ 8. It bothers me that my friend's values don't always agree with my parents' values.

____ 9. It's hard for me to see two different points of view at the same time.

____ 10. I usually know what's happening in music, clothes, etc..

-over-

____ 11. Adults sometimes bug me when I try to do things on my own.

____ 12. I have a friend of a different race.

____ 13. I try to think about what might happen to somebody else if I make a certain decision.

____ 14. I have some friends of the opposite sex.

____ 15. Sometimes I try acting like a different kind of person.

____ 16. I can see some reasons why blacks and whites don't always get along.

____ 17. I have begun thinking about some possible careers for myself.

____ 18. I have made some new friends in junior high school.

____ 19. The behavior of kids of a different race doesn't usually bother me.

____ 20. I'm generally happy with my physical condition.

____ 21. I usually try to act in line with what I believe in.

____ 22. I can see some ways in which blacks and whites could get along better.

____ 23. I am satisfied with the group of friends I have.

____ 24. I think I can do more things than adults let me.